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INSTITUTE
of
APPLIED ARTS
and
SCIENCES

1950-51

BINGHAMTON, NEW YORK

STATE UNIVERSITY OF NEW YORK

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OF
APPLIED ARTS AND SCIENCES

BINGHAMTON, NEW YORK

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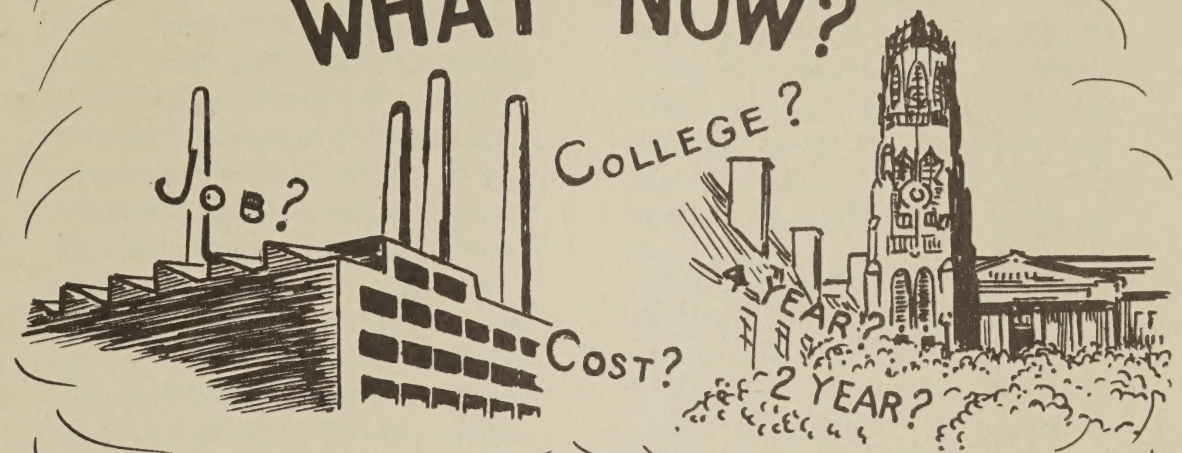
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YOU DECIDE

WHAT NOW?



SHALL I GO TO COLLEGE?

When you are graduated from a high school in New York State, you will become, among other things, a statistic. You will be either one of the 40% of high school graduates of the State who continue their education, or else one of the 60% who do not continue their formal education.

Of course, you are not interested in yourself as a statistic, but as an individual who wants to make good in life. The achievement of your goal, whatever it may be, will depend to a great extent on some rather important decisions to be made while you are in high school. One of these decisions is concerned with your future education. You will have to ask yourself a number of questions and with the help of your family, teachers and counselors come to some conclusions.

Every young person wants to get established in his life work as soon as possible and you may well ask yourself if you are able or willing to postpone for a few years your entry into the working world. In the days of your grandfather and perhaps your

father, education was not a matter of great concern in becoming a wage-earner, except in the professional and other highly specialized fields. But times have changed. We are living today in a mechanized age, in a complex world which makes large demands on the individual's skills, knowledge and character. To meet these demands, education beyond high school is becoming increasingly important. An investment of time in college education will pay dividends in later life.

As you plan your future, consider a second fact: young men and women just out of high school are finding it harder to get started in the vocation of their choice, simply because of their age. Employers want older, more mature people, as well as better trained people.

To illustrate:

Percent of industrial workers
under 21

1923 — 11%

1928 — 8%

1937 — 5%

You see the trend, changed considerably by the effects of the war on our economy, but expected to follow the pattern above. The years you spend in college will help to develop your occupational competence and your powers of discrimination and judgment which are valued so highly by employers.

The choice of a career is always a problem for young people. Here again the situation is not the same as in the days when your elders were facing the same problem. Recent studies show that, because of advances in technology, there is a steady demand for workers, commonly called "technicians", in many fields such as agriculture, business, engineering, and the service agencies, to mention just a few. In this wide area, are hundreds of challenging and well-paying positions which normally do not require a college degree but do require some specialized training which is not given in high school.

A final point to consider (it may be the **first** consideration to you) is the matter of financing a

college education. "Can I afford to go to college?" is often the most critical question. The rising cost of tuition and board and room is keeping many a youth of "college material" from realizing his ambition. But this obstacle is being removed, in New York State as in other parts of the country. Here the number of State scholarships has been substantially increased and the State University has developed a system of State-supported institutions of collegiate rank with little or no tuition charge. Significantly, the University is decentralized. The units are located in various areas of the State where the need is greatest. Many worthy high school graduates can now further their education by living at home and attending college at their doorstep.

In the pages of this bulletin you will find the story of the Institute of Applied Arts and Sciences at Binghamton, a unit of the State University of New York. State Tech, a pioneer in 2-year technical education, may be the opportunity you are looking for.

THE TECHNICAL INSTITUTE

If you are a high school senior considering further education, you are likely to think in terms of a 4-year college. The possibility of a complete 2-year curriculum in preparation for a semi-professional career may not have occurred to you or been brought to your attention. This is not surprising since the two-year technical institute is a departure from tradition and is rather new. It is regarded by many educators as the most significant development in present-day education. Not that the idea itself is new; it can be traced as far back as the 1820's. But ideas have a way of evolving slowly.

The story of how the technical institute developed in New York State is typical of its rise in other parts of the country. It proceeded slowly but steadily from idea, to research, to reality. Briefly, the idea was that there was a need for a new type of education between that of the secondary school and the 4-year college. Shortly after the turn of the century, a definite need was met by the creation of 6 State-supported schools offering courses in agriculture and home

economics. The first step had been taken.

A period of research followed to determine whether or not there was a need for expansion of this two-year, tuition-free education. Among the data assembled in these surveys were two significant facts: (1) many high school graduates who want to go on to college are not able to do so because of the investment in time and money of a 4-year college education; (2) changes in industrial methods have created a demand for a differently skilled worker than was previously needed. This new type of worker is the technician who has through study and experience fitted himself with much of the theoretical background of the graduate engineer and some of the handskills of the craftsman. Unlike either, he finds his greatest opportunity along the lines of supervision, inspection, production, drafting, and plant operation and maintenance. Occupations on this level in industry and in the service and business fields can be filled acceptably by persons with less than four years of higher education.

These two demands, one by high school graduates for more education, and one by industry, business and the professions for persons with special skills and knowledge were responsible for the expansion of the agricultural schools into Agricultural and Technical Institutes, and the establishment of 5 new Institutes of Applied Arts and Sciences at Binghamton, Buffalo, New York City, White Plains and Utica. In April of 1949 these 2-year institutes together with other State-supported educational institutions of collegiate rank became units of the State University of New York. Thus the idea became reality.

In general, most 2-year college curricula are either preparatory or what educators call "terminal". A preparatory curriculum makes up, in effect, the first two years of a 4-year college program. Upon graduation, the student normally transfers to a 4-year college to obtain his degree. Terminal education, on the other hand, means courses so designed and arranged that at the end of two years a student has a complete education for a well-

defined vocational objective. The aim of terminal education is entry into full-time employment rather than preparation for further education. The State Technical Institutes offer terminal education.

Each Institute is community-centered with a local Board of Trustees and flexible curricula geared to the requirements of the local area. The Institute at Binghamton, the center of an industrial community, offers the following curricula:

- Automotive Technology
- Chemical Technology
- Electrical Technology
- Mechanical Technology
- Medical Office Assistant
- Technical Office Assistant

While emphasizing occupational skills, the Institutes recognize that the good worker is the good citizen. Therefore, considerable time is devoted to studies and activities of a non-technical nature. These courses in general education seek to develop those skills and attitudes which should be the common possession of all good citizens, parents and workers.

STATE UNIVERSITY OF NEW YORK

State University of New York, established by the Legislature of the State in 1948 to provide a "comprehensive and adequate" program of higher education for the youth of this State, is a unique institution.

Differing sharply from the traditional American State University, State University of New York presently includes 33 separate post-high school units each of which antedates the establishment of the University itself. The 33 units were incorporated into the overall University system as a first step toward providing a comprehensive and coordinated State - supported higher education system for this State.

The colleges of the University are distributed almost the entire length and breadth of the State, from Long Island to Buffalo, from Plattsburg to Binghamton. They offer a multitude of widely varying curricula ranging from agriculture to ceramics, liberal arts, veterinary medicine, home economics, teacher training, dental technology and a wealth of other technical and vocational subjects.

One of the principal objectives of the State University, as stated in the law, is that it should supplement, not supplant, the extensive post high school educational facilities presently main-

tained under private auspices in the State. New York has already what is perhaps the finest group of privately-endowed colleges and universities of any state in the country.

Accordingly the State University is pushing forward in the establishment of new units chiefly in those areas, geographic and educational, which are not now adequately served by private institutions.

In this regard, the University is already absorbing and expanding the Long Island College of Medicine in Brooklyn and the College of Medicine at Syracuse University, as the first step toward establishing two medical centers, one downstate and one upstate.

The University is also formulating a master plan for a community college program for the entire State. The community colleges, to be financed partly by the State and partly by the local community, are intended to provide two years of post-high school education, either as a terminal course or leading toward completion of the normal four-year college course. The aim of this program is to provide at least two years of college training within a reasonable distance from the homes of most qualified high school graduates of the State.

State University is exploring the establishment of four-year colleges, the broadening of the curriculum of the teacher colleges, and the advisability of establishing a central campus unit for the University, complete with undergraduate and graduate schools.

The central office of the State University in Albany and the branch office in New York do not process applications for admission to any of the units of State University. Anyone seeking to attend one of the institutions may obtain complete information and application blanks by communicating directly with the institution itself.

LOCATION

Binghamton, together with Johnson City and Endicott, form the Triple Cities, a community well known for its industries, economic stability and community spirit.

The products of the three major industries manufacturing shoes, business machines, and film and photographic supplies are known the world over. Smaller industries turn out hundreds of diversified products.

The name "Valley of Opportunity" has a pleasant sound which not only captures the fancy but is borne out in fact. New York

State Department of Labor statistics show that from 1929 to 1941 the Triple Cities area maintained steadier employment and payrolls than any other industrial district in the State. Significant also is the fact that the population increase from 1940 to 1949 was the third largest in the State. These facts and others explain why this area is an ideal one in which to work and live.

The Institute is fortunate in its location and is proud to make its unique contribution to the progress of the community.

FACILITIES

The Institute is housed in two buildings located in the central part of the city, easily accessible from all parts of the city by bus and equidistant from surrounding towns for commuters.

In the main building are the offices, classrooms and shops and laboratories. Here also are the gymnasium with a seating capacity of 1500, the cafeteria, library and student lounge. Almost directly at the rear of the main building is the newly-acquired annex in which are located the laboratories used in the Automotive Technology course.

Each curriculum has its own up-to-date laboratories and shops which are considered to be some of the finest in the State.

ENTRANCE REQUIREMENTS

A candidate seeking admission to the Institute is expected to have completed a four-year high school course consisting of a minimum of 16 units which has adequately prepared him to pursue a college program.

An applicant must meet the minimum requirements of physical ability required by the occupational field in which he wishes to engage.

He must show evidence of good moral character.

He must be recommended by his high school principal or guidance counselor.

It is very desirable that an applicant have the following high school preparation:

Technology Courses

Mathematics 3 units

Science (including physics or
chemistry) 2 units

Office Assistant Courses

Mathematics (including
elementary algebra) 2 units

Science (including chemistry
or physics) 2 units

When there are more applicants for a particular curriculum than the Institute can accommodate, preference will be given to candidates having the more desirable high school preparation.

TUITION

Tuition is FREE to residents of New York State. The non-resident (out-of-state) tuition fee is \$300 per year. Payment of such tuition is due at the beginning of each of the first three terms of the school year in equal installments of \$100 each.

FEES

Laboratory	\$10.00
Student Activity	20.00*
Health	15.00**
Lock Deposit (1st yr.)	2.00
Graduation (2nd yr. only)	10.00
Swimming (girls)	3.00

All deposits and fees (except the graduation fee) are due at the time of registration.

*The ten dollar deposit required with the application becomes an advance payment on the activity fee if the applicant is accepted.

**Except applicants who have complete medical service through parental employment in the immediate Institute area. The health fee for such students is \$3.00 per year.

Any refund of fees to a withdrawing student is at the option of the Institute exclusively.

BOOKS AND SUPPLIES

Each student provides at his own expense the necessary books and instructional supplies. These may be purchased at the Book Store maintained by the Institute for the convenience of its students. The cost varies, depending upon the course, from \$50.00 to \$90.00 per year.

VETERANS

Veterans who plan to use their educational benefits under P. L. 346 must submit their Certificate of Eligibility and Entitlement NOT LATER THAN the day of registration in order to receive full benefits under the law. The Certificate must carry the approval of the V. A. for the school and the curriculum selected.

The Veterans Administration does not pay for the coveralls and gymnasium shoes required for each student. The veteran must pay for these supplies from his personal funds.

BOARD AND ROOM

The cost of board and room is dependent upon the demands of the student. The average cost varies from eleven to fifteen dollars per week.

APPLICATION PROCEDURE

An application for admission must be made on official forms supplied by the Institute. These forms may be obtained on request at the office of the Registrar.

Applications will be accepted at any time during the year.

A deposit of ten dollars must accompany each application. This deposit is applied as an advance payment on the student activity fee if the applicant is accepted. It will be refunded if the applicant is not accepted. IT WILL NOT BE REFUNDED if the applicant fails to report for registration after acceptance.

In the case of veterans applying for admission under P. L. 16 or P. L. 346, the deposit will be refunded during the school year.

Each applicant will be interviewed by the members of the Committee on Admissions. An appointment will be made after the applicant's deposit, application and other required credentials have been received in the Registrar's office. Appointments for interviews will normally be made after March first of each year.

Applications are accepted from students who have been enrolled in other colleges and wish to enter the Institute if they submit satisfactory entrance requirements.

TRANSFER OF CREDIT

Transfer of credit for advanced standing is subject to the approval of the Department Head and the Registrar.

Consideration will not be given to any subject for transfer credit which carries a grade of less than "C".

LATE REGISTRATION

An applicant may not register more than seven days after the beginning of the fall term except by special written permission of the Director of the Institute.

COOPERATIVE WORK PROGRAM

If there is one word which characterizes the Institute curricula, it is the word "practical". This is well illustrated in the work-study plan. In this program every effort is made to place students in jobs related to their major field of study for two separate employment periods. During this time students are under the supervision of the employers and Institute officials. They are expected to "earn their own way", to perform the duties required without special favor. They are paid the prevailing wage for the job they do. At the end of each work period, employers submit a report covering the student's performance.

In a sense the cooperative work plan is another laboratory with certain distinct advantages:

1. It is exploratory. The student has a chance to survey and evaluate a number of different jobs within his field. At the same time he can take stock of his own aptitudes and abilities.

2. It is an opportunity to correlate classroom studies with actual work experience.

3. It is a means of demonstrating the importance of human relations in the work situation.

4. It provides for at least partial self-support without the necessity of time-consuming work outside of school.

Because of varying economic conditions, the Institute cannot guarantee the placement of every student in cooperative employment.



THE ACADEMIC YEAR

The school year is divided into four terms of approximately twelve weeks each. The student normally spends one term of each year in cooperative employment. Classes are not in session during the latter three quarters of August each year.

LIVING ACCOMMODATIONS

Out-of-town students must live in rooms approved by the Institute. The Deans maintain lists of rooms and assist students in finding suitable living quarters. In most cases, meals are not furnished.

Breakfast and lunch are served at the Institute cafeteria at moderate cost.

EXTENSION PROGRAM

The Extension Division of the Institute offers unit courses on a part-time basis to employed men and women. Its purpose is to provide an opportunity for the adults of the community to extend their education on a post-high school level and for the graduates of the day program to continue their education in specialized fields.

The courses are conducted in the late afternoon or evening for two twelve-week terms, per year, starting about October first.

An applicant for admission must satisfy the Director of Admissions by personal interview that he is qualified to profit by the instruction given and can successfully complete the courses selected.

FEES AND TUITION

The Extension Program is only partially supported by the State, necessitating payment by the student of modest tuition and laboratory fees.

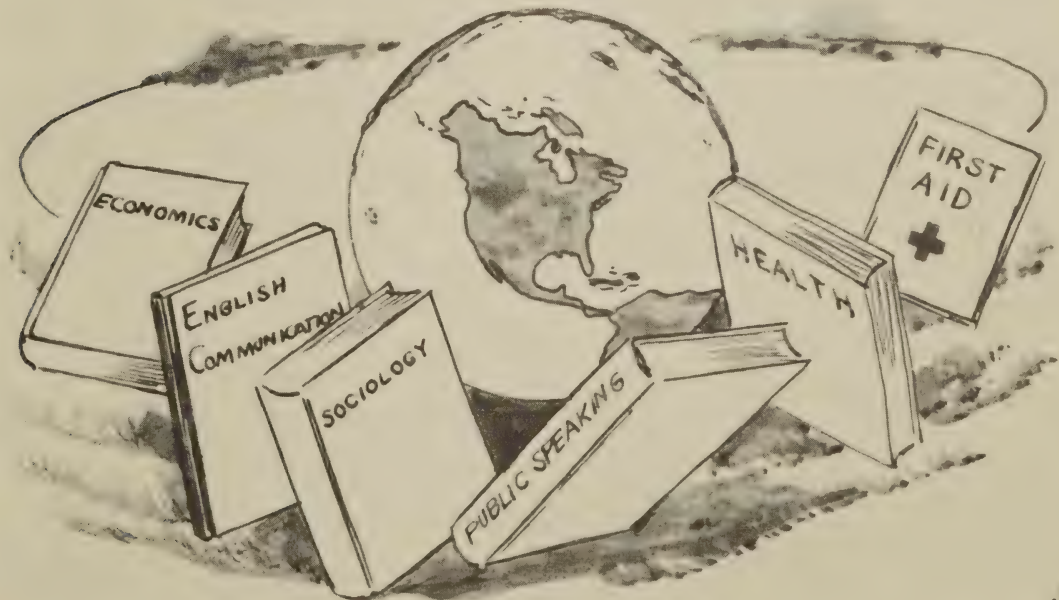
The tuition rate is four dollars per credit hour and the laboratory fee is five dollars per term, per laboratory.

GENERAL EDUCATION

In the pages immediately following, you will find brief descriptions of the six curricula of the Institute at Binghamton. From reading these, you may get the impression that the instruction is exclusively technical. While the vocational objective is important, the Institute is equally concerned with the broader objective of well-rounded personality development.

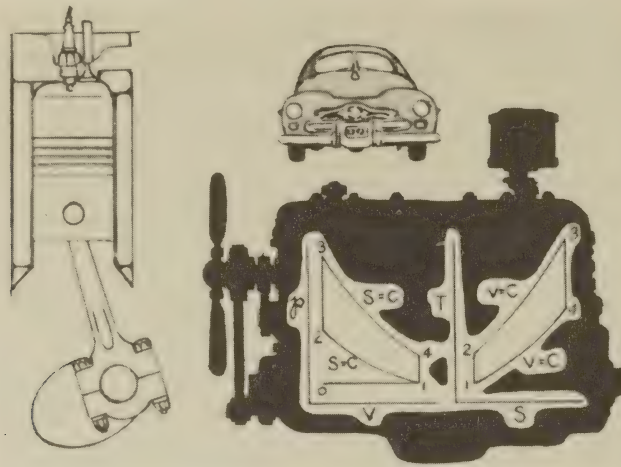
A worker does not function in a vacuum. He works with and for other people, makes decisions which affect himself and others, expresses his views, is aware of

the value of good health. Outside of working hours he has obligations to his family, takes part in community affairs, and is concerned with the welfare of his country and its relations with other countries. All of these activities influence his effectiveness as a worker and a member of society. Therefore General Education should be and is an important part of the Institute instruction. In non-technical studies and in the varied program of student activities, opportunity is given to develop the skills, knowledges and attitudes for the living of a satisfying life.



JS

AUTOMOTIVE TECHNOLOGY



In 1948 there were 33 $\frac{1}{2}$ million passenger cars and 6 $\frac{1}{2}$ million trucks with 51 $\frac{1}{2}$ million registered drivers. The problem of servicing and maintaining these millions of cars, trucks and buses is of major concern to manufacturers. Motor vehicles cannot be sent back to the factory for repairs. Furthermore, as the modern automobile becomes more complicated, there is a corresponding rise in the level of technical competency needed by the person responsible for diagnosing and supervising its maintenance. Such persons are in great demand today.

For this reason the Automotive Technology course has been developed in cooperation with the leading automobile manufacturers who are anxious to encourage young men to enter the

service field, not as automobile mechanics but as diagnosticians, service technicians and supervisors, and service station managers and owners.

Nearly all branches of science are involved in a comprehensive understanding of the automotive vehicle. The curriculum is a technical one based on the fundamentals of chemistry, lubrication, hydraulics, electricity, and the internal combustion engine, together with special applications of the fundamental sciences to the operation and maintenance of the automobile.

Since automotive service involves business procedures and a great deal of "human relations", a considerable amount of time is devoted to the business management and sales phases of the business.

COURSE OUTLINE

FIRST YEAR

First Term

1417 Mathematics
1455 Heat
1224 Chemistry
701 Communication Skills
1351 Electricity
1431 The Automotive Industry
714 Health Education

Second Term

1418 Mathematics
1421 Drawing
1457 Shop
1225 Chemistry of Petroleum
1432 Internal Combustion
Engines
1352 Electricity
702 Communication Skills

Third Term

1419 Mathematics
1422 Drawing
1458 Shop
1433 Internal Combustion
Engines
1454 Mechanics
703 Communication Skills
53 Electricity

SECOND YEAR

First Term

1541 Accounting
413 Psychology
1434 Internal Combustion
Engines
1435 The Automobile
1423 Drawing
706 Modern Society

Second Term

1542 Accounting
1456 Fluid Mechanics
1459 Materials of Industry
1436 The Automobile
1438 Diagnostic Laboratory
707 Economic Problems
1543 Business Organization
and Management
715 Health Education

Third Term

1437 The Automobile
1439 Diagnostic Laboratory
1544 Business Organization
and Management
1545 Merchandising
705 Public Speaking
1546 Business Law
708 Sociology

CHEMICAL TECHNOLOGY

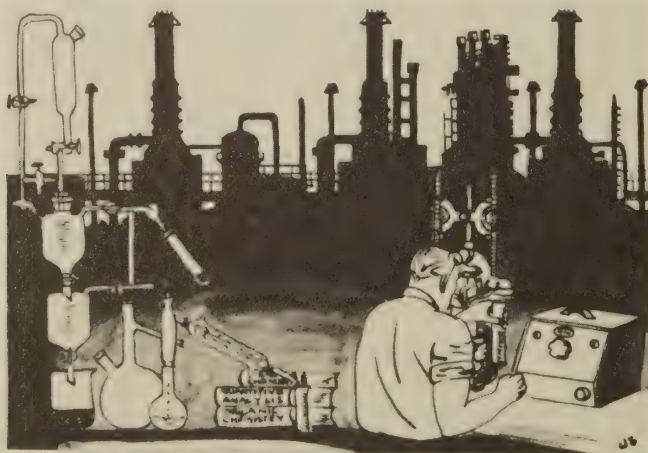
Chemistry affects everyone. Almost everything we use today passes through the hands of chemists in changing a raw material into a finished product. Some of the fields in which chemistry plays a large role are food, medicine, fuels, building materials, clothing, transportation, and ornamentation.

Since most of the things we make or grow require the services of people trained in chemistry, there is a constant need for qualified people to do essential work. Persons who can do this chemical work are employed not only by the basic chemical industries but also by industries which use chemicals or chemical products in the manufacture of finished or semi-finished goods.

Studies show that industry lacks people to fill positions that

do not require a four-year college background. These positions are in analytical, research, control, development and testing laboratories; in pilot plants; in sales; and in production as operators and supervisors on production processes and operations.

The course in Chemical Technology includes the basic chemistry courses: general chemistry, qualitative analysis, quantitative analysis, and organic chemistry; mathematics with the focus on the solution of practical chemistry problems; and some of the more advanced engineering courses such as unit operations, physical chemistry, and industrial chemistry. Since chemical processes involve sciences in other engineering fields, courses are offered in electricity, mechanics, metallurgy, and drawing.



COURSE OUTLINE

FIRST YEAR

First Term

217 Mathematics
222 Chemistry—General
2341 Electricity
701 Communication Skills
706 Modern Society
2420 Drawing

Second Term

218 Mathematics
223 Chemistry—Qualitative
702 Communication Skills
2342 Electricity
2421 Drawing
714 Health Education
2446 Shop

Third Term

219 Mathematics
224 Chemistry—Quantitative
226 Chemistry—Organic
2443 Mechanics
703 Communication Skills

SECOND YEAR

First Term

225 Chemistry—Quantitative
227 Chemistry—Organic
232 Industrial Chemistry
231 Physical Chemistry

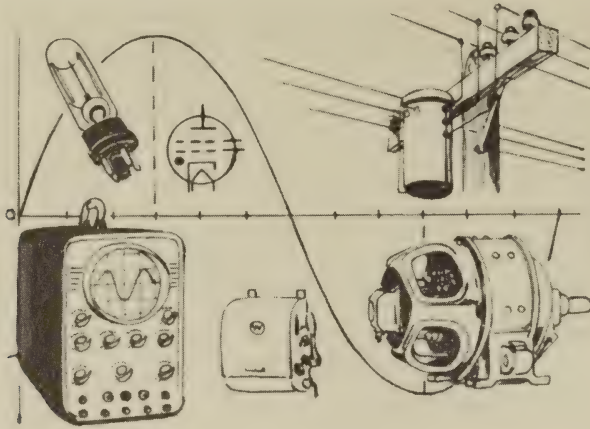
Second Term

228 Chemistry—Organic
229 Industrial Chemistry
233 Instrumental Methods of
Analysis
2444 Metals and Alloys
707 Economic Problems
212 Human Relations
715 Health Education

Third Term

230 Industrial Chemistry
234 Instrumental Methods of
Analysis
235 Chemistry Investigation
2445 Strength of Materials
708 Sociology
Non-Technical Elective

ELECTRICAL TECHNOLOGY



Workers in the electrical field have long been of two types: the professional engineer and a variety of electrical craftsmen. To-day industrial and management officials are seeking a third type of worker — one who has a broader theoretical training in the fundamentals of electrical engineering than has the craftsman, and yet one who has more practical knowledge than does the engineer. Such an individual must have sufficient training of the type usually acquired by the craftsman to supervise and command respect. He must also have enough basic engineering training to be able to work on his own responsibility or with a minimum of professional direction.

The Electrical Technology course includes electrical theory

and the application to direct and alternating - current machinery, industrial control equipment and industrial electronic apparatus; mathematics, not as an end in itself but with principles related to engineering practice and problem-solving; drawing (drafting and sketching) for the understanding and producing of working drawings of electrical equipment and its installation; the study of physical laws with special emphasis on those upon which electrical engineering is based; and shop and laboratory work to illustrate the theoretical aspects of electrical engineering, and to provide first-hand experience in all phases of electrical work. Emphasis throughout the curriculum is on the "why" rather than on the "how".

COURSE OUTLINE

FIRST YEAR

First Term

317 Mathematics
321 Drawing
330 Electricity
341 Construction and
Maintenance
701 Communication Skills
706 Modern Society
714 Health Education

Second Term

318 Mathematics
322 Drawing
331 Electricity
342 Construction and
Maintenance
707 Economic Problems
702 Communication Skills

Third Term

319 Mathematics
323 Drawing
332 Electricity
343 Construction and
Maintenance
3346 Mechanics
708 Sociology
703 Communication Skills

SECOND YEAR

First Term

320 Mathematics
324 Drawing
333 Electricity
338 Electronics
3227 Chemistry
3351 Production and
Management

Second Term

325 Drawing
334 Electricity
335 Electricity
339 Electronics
3352 Industrial and Labor
Relations
715 Health Education

Third Term

326 Drawing
336 Electricity
337 Electricity
340 Electronics
3447 Strength of Materials

MECHANICAL TECHNOLOGY

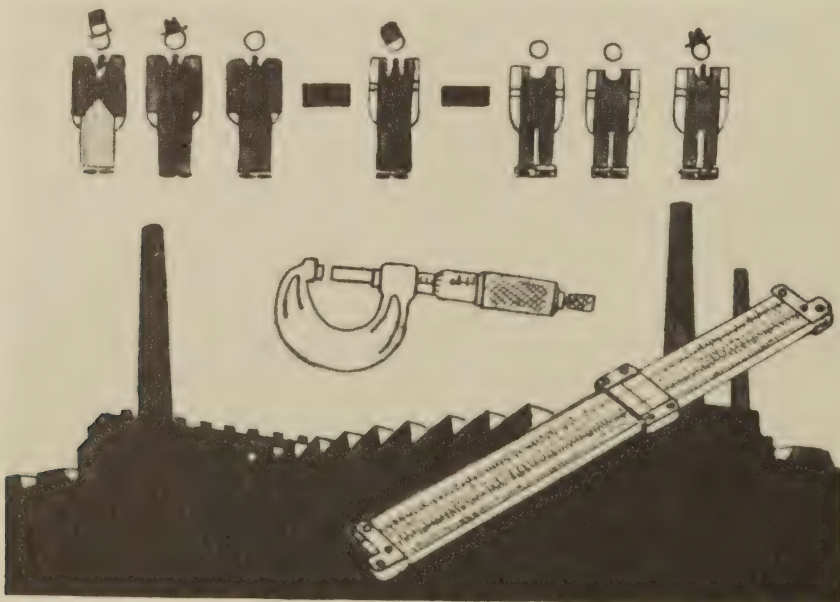
The mechanical field embraces a wide area of activity covering the design, construction, operation and maintenance of mechanical equipment, as well as the field of manufacturing. Most machines in use today involve mechanical operations even when the main function may be performed and controlled electrically.

The Mechanical Technology course provides training in the basic engineering courses such as mathematics, mechanics, drawing, chemistry and electricity. These principles are applied to the study of strength of materials, thermo-dynamics, metals and alloys and quality control. The emphasis is on theory

with related work in shop and laboratory to familiarize the student with basic tools, machines and methods used in the mechanical field.

Courses are also offered in industrial management, human relations, and accounting. Inspection trips to industrial plants are occasionally made.

Graduates are qualified for employment in the mechanical phases of design and manufacture in such positions as draftsman, layout man, laboratory assistant, mechanical maintenance man, and installation and service technician. There is opportunity for advancement to supervisor, methods man, master mechanic, and tool and machine designer.



COURSE OUTLINE

FIRST YEAR

First Term

417 Mathematics
429 Shop
421 Drawing
436 Mechanics
701 Communication Skills
706 Modern Society
714 Health Education

Second Term

418 Mathematics
430 Shop
422 Drawing
437 Mechanics
702 Communication Skills
707 Economics
4227 Chemistry
715 Health Education

Third Term

419 Mathematics
431 Shop
423 Design (Mech.)
438 Heat
703 Communication Skills
708 Sociology
4351 Electricity

SECOND YEAR

First Term

420 Mathematics
432 Shop
424 Design (Mech.)
439 Strength of Materials
440 Metals and Alloys
446 Management
4352 Electricity

Second Term

434 Mechanical Machinery
425 Design (Mach. Des.)
4353 Electricity
433 Advanced Processes and
Materials
447 Management

Third Term

435 Mechanical Machinery
426 Design (Project)
441 Qualitative Control
4556 Cost Accounting
442 Inspection Trips
448 Management
Non-Technical Elective

MEDICAL OFFICE ASSISTANT



Some of the busiest people today are doctors. In our health-conscious nation, private physicians are working to the limit of their time and physical resources. A similar situation exists in hospitals and clinics. Responsible assistants thoroughly trained in both office and laboratory skills are needed to perform some of the duties of these hard-pressed men and women in the medical profession. Here is a service career for the Medical Office Assistant. A young woman with the proper personal characteristics and semi-professional training may find employment in doctors' and dentists' offices, clinics, laboratories, in industrial medical departments, or

with concerns manufacturing medical supplies.

Duties vary with the employer and the amount of assistance each requires. A Medical Office Assistant may act as receptionist, make appointments, keep records and accounts, take dictation, handle correspondence, prepare patients for examination, order medical supplies and perform laboratory tests.

In preparing for this career, a young woman needs the basic office skills and knowledges, an introduction to materia medica and anatomy, training in medical vocabulary and dictation, and clinical laboratory procedures. These constitute the major subjects of the curriculum.

COURSE OUTLINE

FIRST YEAR

First Term

526 Typewriting
530 Shorthand
5717 Mathematics
5220 Chemistry
701 Communication Skills
514 Health Education

Second Term

527 Typewriting
531 Shorthand
5718 Mathematics
542 Anatomy
5221 Chemistry
702 Communication Skills
515 Health Education

Third Term

528 Typewriting
543 Anatomy
544 Materia Medica
548 Clinical Laboratory
552 Office Procedure
703 Communication Skills
706 Modern Society

SECOND YEAR

First Term

529 Typewriting
532 Shorthand
5119 Bookkeeping
545 Materia Medica
547 Pediatrics
549 Clinical Laboratory
507 Economics

Second Term

533 Transcription
535 Office Practice
5341 Physics
550 Clinical Laboratory
546 Bacteriology
508 Sociology

Third Term

534 Transcription
536 Office Practice
551 Clinical Laboratory
537 Purchasing and
Accounting
704 Communication Skills
710 Psychology
538 Business Law

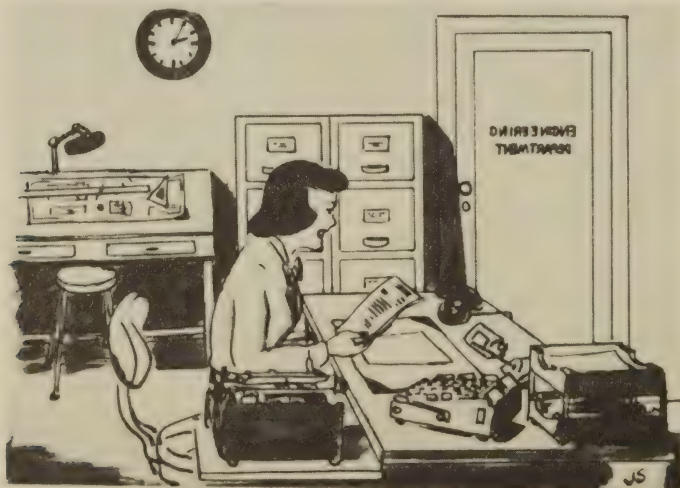
TECHNICAL OFFICE ASSISTANT

Efficiency is the keynote of modern industry. In every department of the plant men, materials, machines and methods are geared to maintain a constant flow of products. Such a complex organization entails a vast amount of "paper" work—tabulating, filing, cataloging, ordering, correspondence. Office personnel with a technical background are scarce. A person with training in the basic business skills excellent though it may be often finds himself at a disadvantage when dealing with technical information and the language of the shop and laboratory.

The Technical Office Assistant course is open to both men and women and is designed to provide pre-employment training of a dual nature. One phase covers

business subjects: typewriting, shorthand, (with emphasis on technical dictation), bookkeeping, business machines and office procedures. The other phase includes mathematics, drawing, chemistry, electricity and mechanics with shop and laboratory work to familiarize the student with the machines, processes and vocabulary of industry.

The young woman graduate might find the best opportunity as stenographer, technical secretary, research assistant, technical librarian or office machines supervisor. Young men might be employed as specifications writer, foreman's assistant, bookkeeper, technical writer, executive's secretary or information specialist.



COURSE OUTLINE

FIRST YEAR

First Term

626 Typewriting
6717 Mathematics
6422 Drawing
6451 Shop
701 Communication Skills
630 Shorthand
679 Psychology
714 Health Education

Second Term

627 Typewriting
6718 Mathematics
6423 Drawing
6452 Shop
702 Communication Skills
706 Modern Society
631 Shorthand
6449 Mechanisms*

Third Term

628 Typewriting
6719 Mathematics
6225 Chemistry
703 Communication Skills
707 Economic Problems
632 Shorthand
6465 Building Codes*
*For Non-Shorthand Students

SECOND YEAR

First Term

629 Typewriting
636 Bookkeeping
6453 Physics
6354 Physics
708 Sociology
633 Shorthand
646 Recorded Transcription
660 Bookkeeping*

Second Term

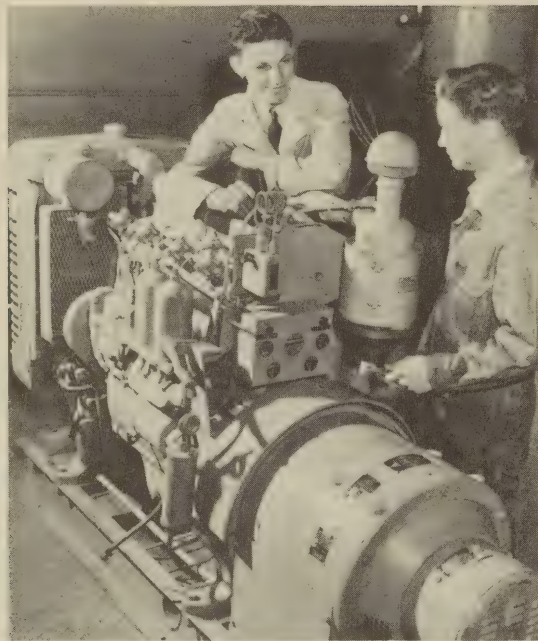
638 Office Practice
637 Bookkeeping
647 Transcription
6456 Strength of Materials
6355 Electronics
715 Health Education
661 Bookkeeping*
Non-Technical Elective

Third Term

639 Office Practice
6457 Metals and Alloys
704 Communication Skills
643 Business Law
642 Organization and
Management
Non-Technical Elective



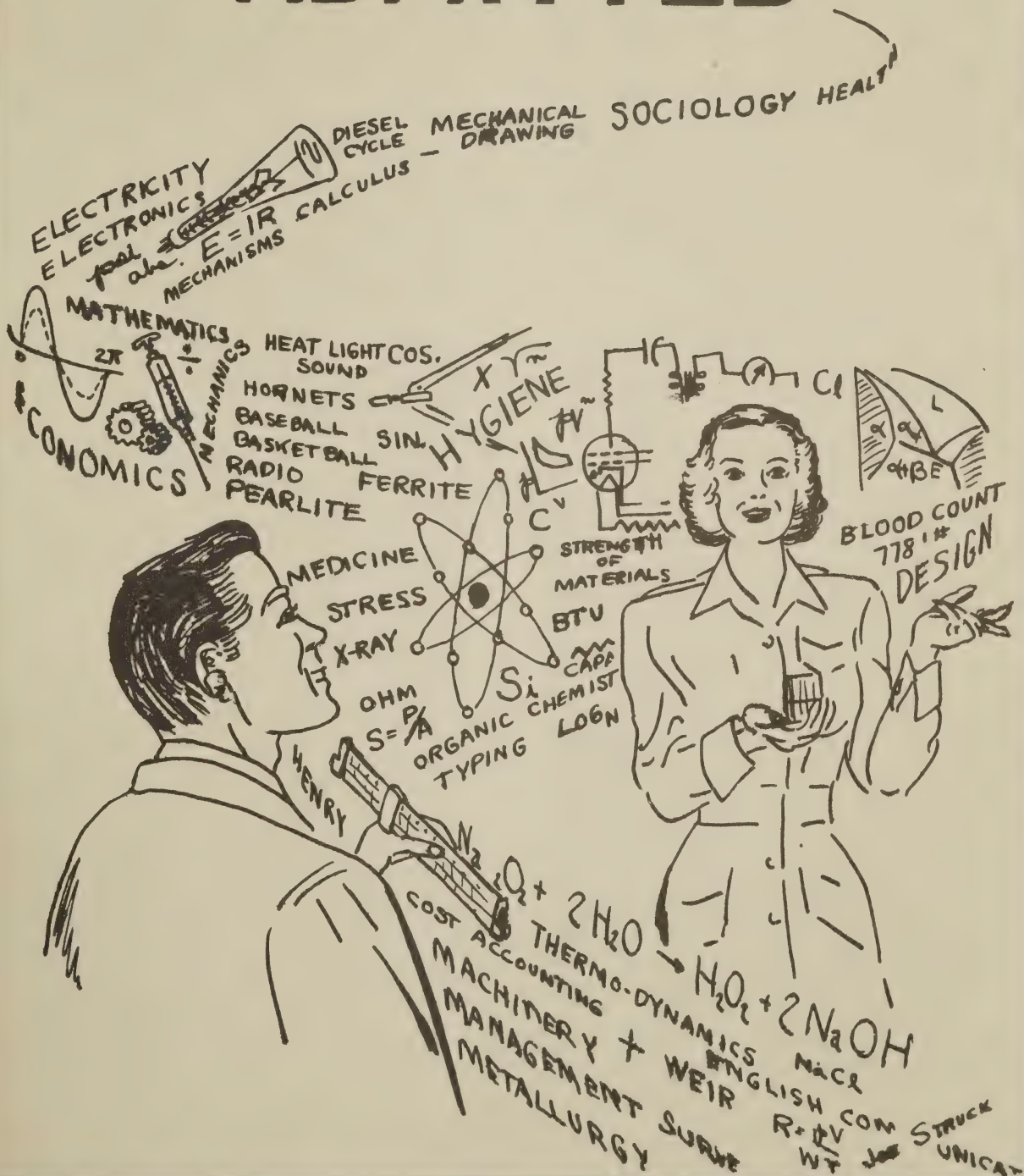
PICTURE
YOURSELF



AT
STATE TECH



YOU ARE ADMITTED



ACADEMIC STANDARDS

Grading System

Grade	Points per Credit Hour
A	3
B	2
C	1
D	0
F	0

A—Excellent

Achievement demonstrates outstanding ability in subject with little or no personal supervision. Initiates and carries on independent work.

B—Good

Ability and achievement better than average. Student shows considerable initiative and requires only a minimum of personal supervision.

C—Satisfactory

Achievement is commensurate with ability but requires an average amount of supervision.

D—Passing

Achievement sufficient to form basis for future work but requires excessive instructor aid and supervision.

F—Failing

Achievement insufficient to form basis for future work.

SCHOLASTIC STANDING

To remain in satisfactory scholastic standing, a student enrolled at the Institute must maintain a cumulative point average of 0.8 the first term, 0.9 the second term, 1.0 the third term and 1.0 for each succeeding term until graduation.

Even though the student shows satisfactory accomplishment, it is also necessary for him to show ability to get along satisfactorily with his instructors and fellow students.

PROBATION

A student who does not maintain a minimum point average of 0.8 in any term or a cumulative point average as indicated above, for each term after the first one, is considered **unsatisfactory**.

The student whose work is unsatisfactory will be notified by the Registrar that he is on probation for the following "in Institute" term.

DISMISSAL

Failure to earn satisfactory grades during the probationary term is grounds for dismissal.

A student who attains a point average of 0.5 or below in any term will be considered by the Executive Committee for dismissal.

REGULATIONS ATTENDANCE

The continued registration of any student is contingent upon his regular attendance at all classes. Work missed because of illness must be completed within a prescribed time. Continuance at the Institute after any protracted absence is at the discretion of the student's Department Head and the Executive Committee.

SEPARATION FROM THE INSTITUTE

Irregular attendance, neglect of work or of financial obligations, conduct unbecoming a student, or failure to comply with Institute rules and official notices, will be regarded as sufficient reason for dismissal.

Any action leading to the requested withdrawal of a student is taken by the Executive Committee. A student may not be re-admitted except by favorable action of the Committee. The Institute reserves the right to be the sole judge in all matters pertaining to dismissal and to drop students without giving a reason or "a second chance" when it deems such action necessary. Refunds will not be made when it is necessary for the Institute to dismiss a student.

CARE OF STUDENT PROPERTY

Individual lockers or locker room facilities are provided for student use, but the Institute assumes no responsibility in connection with such use. Material left in lockers or Institute buildings by students who have graduated or withdrawn is disposed of after fifteen days.

CHANGE OF ADDRESS

All changes of address must be reported to the Registrar's office, both home and local, whether attending school or on co-operative work. Failure to do so may be considered as misconduct.

NOTICE OF INSTITUTE REGULATIONS

The regulations included in this Bulletin and other official statements of the Institute are binding on all students. The Institute reserves the right to change any of the regulations at any time without prior notice. Students will be considered to have sufficient notice of all official regulations posted on the bulletin board in the first floor corridor of the main building.

STUDENT ACTIVITIES



The Institute recognizes that students need the stimulus and diversion of extra-curricular activities and that students themselves should originate and carry out such a program under faculty supervision. The governing body is the Student Council with representatives from the various sections and officers elected from the student body at large. It has the responsibility of promoting and coordinating student affairs. It authorizes clubs and activities and allocates to the organizations, funds paid by students as the Activity Fee.

Following is a brief description of clubs and activities:

Athletics

The Athletics Committee supervises the sports program. There are varsity teams in basketball and baseball and intramural competition in basketball, volleyball, softball, and tennis. The basketball team is a member of the Empire State Conference. A cheerleaders' squad adds color to the basketball games. Letters, sweaters, and other awards are made for varsity and intramural participation and for cheerleading.

Social Program

The Social Committee has charge of planning parties, dances, and picnics. Most of the affairs are informal and are held in the gymnasium.

Publications

"Tech Talk" is the student newspaper devoted to the reporting of news and features of school life. The publishing of the yearbook, "The Citadel" is primarily a function of the senior class. Positions are open on both publications for students interested in journalism, art and advertising.

Music

A band with a regular rehearsal schedule furnishes the music for many of the student dances. The glee club and quartet attract those with an interest in vocal music. Mu Alpha Sigma is a society devoted to the development of music appreciation.

Radio Club

This group meets weekly to learn the Morse code and to study radio theory and construction of radio equipment. Students operate a "ham" radio station.

Camera Club

For those interested in photography the Camera Club provides the chance to get experience in picture taking, developing, printing and enlarging. Most of the photographic work on the newspaper and yearbook is done by members of the club.

Technical Societies

Students in the technology courses have the privilege of becoming associated with professional men in their field by joining the student chapter of one of the technical organizations:

Southern Tier Technical Society—student member.

American Institute of Electrical Engineers—student member of local chapter.

American Chemical Society — student associate of local chapter.

Members may attend meetings of the senior chapter, hear lectures given by outstanding men in technical fields, and see films and demonstrations on new developments.

REQUIREMENTS FOR GRADUATION

Satisfaction of the Institute requirements as a regular student.

Completion of all specified subjects and projects for the curriculum in which the student is enrolled.

Maintenance of an honor point average of not less than 1.0 for the entire academic curriculum.

Satisfactory financial standing at the Institute.

DIPLOMA

A diploma is awarded by the State University of New York to those who successfully complete the requirements for graduation.

TRANSCRIPTS

Each graduate is entitled to two transcripts of his work completed at the Institute, free of charge. One dollar is charged for each additional transcript issued.

HONOR AWARDS

Eight honor awards are made at Commencement. An award is given to the outstanding graduate in each of the six curricula, and two other awards to the outstanding man and woman selected from the entire graduating class.

The prizes of fifty dollars each are contributed by the Binghamton Chamber of Commerce and are awarded on the basis of scholarship, leadership, personality, and all-around performance.

CALENDAR

1950

Registration, Fall Term	Sept.	11
Classes Begin	Sept.	13
Fall Term Ends 12:00 noon	Nov.	22
Thanksgiving Recess		
Registration, Winter Term 8:00 A. M.	Nov.	27
Classes Begin 10:00 A. M.	Nov.	27
Classes End 12:00 noon	Dec.	22
Christmas Recess		

1951

Winter Term Ends 3:00 P. M.	Feb.	16
Registration, Spring Term 8:00 A. M.	Feb.	19
Classes Begin 10:00 A. M.	Feb.	19
Classes End 3:00 P. M.	March	22
Easter Recess		
Classes Begin 8:00 A. M.	March	26
Spring Term Ends	May	4
Registration, Summer Term 8:00 A. M.	May	7
Classes Begin 10:00 A. M.	May	7
Decoration Day Holiday	May	30
Independence Day Holiday	July	4
Summer Term Ends 5:00 P. M.	Aug.	2
Commencement	Aug.	3
Vacation		
Registration, Fall Term	Sept.	10
Classes Begin	Sept.	12

STATE INSTITUTES OF APPLIED ARTS AND SCIENCES

Four other Institutes of Applied Arts and Sciences are in operation in various sections of the State. The location of the Institutes and the courses they offer are listed below:

The New State Institute of Applied Arts and Sciences at Buffalo, New York, offers two-year courses as follows:

1. Building Construction Technology
2. Dental Hygiene Technology (Girls Only)
3. Electrical Technology
4. Food Administration Technology
5. Industrial Chemistry Technology
6. Mechanical Technology
7. Metallurgical Technology
8. Optical Technology

The New York State Institute of Applied Arts and Sciences at New York, New York, offers two-year courses as follows:

1. Chemical Technology
2. Commercial Art, Industrial Design and Photography
3. Dental Hygiene Technology (Girls Only)
4. Dental Laboratory Technology
5. Electrical Technology
6. Executive Assisting Course
7. Hotel Technology
8. Industrial Sales Technology
9. Mechanical Technology
10. Retail Distribution
11. Structural Technology

The New York State Institute of Applied Arts and Sciences at Utica, New York, offers two-year courses as follows:

- | | |
|--------------------------|-------------------------------|
| 1. Electrical Technology | 3. Retail Business Management |
| 2. Mechanical Technology | 4. Textile Technology |

The New York State Institute of Applied Arts and Sciences at White Plains, New York, offers two-year courses as follows:

- | | |
|-------------------------------------|---|
| 1. Building Construction Technology | 4. Mechanical Technology |
| 2. Electrical Technology | 5. Chemical Technology |
| 3. Food Administration Technology | 6. Medical and Dental Office Assistant Technology |

For detailed information about any of the above courses, please write to the Registrar of the Institute concerned.

STATE AGRICULTURAL AND TECHNICAL INSTITUTES

New York State Agricultural and Technical
Institute

Alfred, New York

New York State Agricultural and Technical
Institute

Canton, New York

New York State Institute of Home Economics
and Agriculture

Cobleskill, New York

New York State Agricultural and Technical
Institute

Delhi, New York

Long Island Agricultural and Technical Institute

Farmingdale, New York

New York State Agricultural and Technical
Institute

Morrisville, New York

PROFESSIONAL COLLEGES

1. N. Y. State College of Agriculture at Cornell University, Ithaca, N. Y.
2. N. Y. State College of Home Economics at Cornell University, Ithaca, N. Y.
3. N. Y. State School of Industrial and Labor Relations at Cornell University, Ithaca, N. Y.
4. N. Y. State Veterinary College at Cornell University, Ithaca, N. Y.
5. N. Y. State College of Forestry at Syracuse University, Syracuse, N. Y.
6. N. Y. State College of Ceramics at Alfred University, Alfred, N. Y.
7. N. Y. State Maritime College at Fort Schuyler, New York, N. Y.

ASSOCIATED COLLEGES OF UPPER NEW YORK

8. Champlain College at Plattsburg, N. Y.
9. Middletown Collegiate Center at Middletown, N. Y.

TEACHERS COLLEGES

10. N. Y. State College for Teachers at Albany
11. N. Y. State College for Teachers at Buffalo
12. State Teachers College at Brockport
13. State Teachers College at Cortland
14. State Teachers College at Fredonia
15. State Teachers College at Geneseo
16. State Teachers College at New Paltz
17. State Teachers College at Oneonta
18. State Teachers College at Oswego
19. State Teachers College at Plattsburg
20. State Teachers College at Potsdam

